DOCUMENT RESUME

ED 261 127 UD 024 427

AUTHOR Harpring, Sharon A.
TITLE Inclass Alternatives to Traditional Chapter 1 Pullout Programs.
PUB DATE Apr 85
NOTE 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Case Studies; *Class Organization; Educational Environment; Educationally Disadvantaged; Elementary Secondary Education; *Program Implementation; *Remedial Programs; School Districts; Special Education; Teacher Aides
IDENTIFIERS *Education Consolidation Improvement Act Chapter 1

ABSTRACT

Seven alternative approaches used by school districts dissatisfied with the Chapter 1 pullout model are described in this paper. The problems the districts encountered are discussed, and the viability of implementing similar programs in other districts is assessed. The seven programs include two replacement models, two aide-based delivery service designs, an inclass reading program for the secondary level, an inclass elementary level program combined with an inclass lab model, and a traditional inclass program which evolved over time. The alternative programs, it is said, were developed to overcome such problems as classroom disruption, scheduling difficulties, student movement disturbances, fragmentation of instruction, loss of time, and the stigmatizing of Chapter 1 participants. (KH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Session 32.16

ED261127

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sharon A. Harpring

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

INCLASS ALTERNATIVES TO TRADITIONAL CHAPTER 1 PULLOUT PROGRAMS

Sharon A. Harpring
Advanced Technology, Inc.

UD 024427

Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 1985.

INCLASS ALTERNATIVES TO TRADITIONAL CHAPTER 1 PULLOUT PROGRAMS

SUMMARY

Chapter 1 services may be delivered to selected students within their classrooms, the inclass design, or outside the regular classroom, the pullout model. The latter practice has prevailed over the former for reasons which include misconceptions regarding the supplement-not-supplant provisions and classroom management problems. In the 1981-1982 school year pullout programs for all or part of districts' Chapter 1 services outnumbered inclass programs approximately nine to one (Advanced Technology, 1983).

Because of concerns about providing services with a minimum of disruption to the regular classroom, some districts are seeking alternatives to the pullout program. Reasons given for dissatisfaction with the pullout program include scheduling problems, student movement disturbances, fragmentation of instruction, loss of time, and stigmatizing Chapter 1 participants (Advanced Technology, 1983). Although little evidence supports a dramatic reduction in these problem areas as a result of changing to inclass programs, efforts have been made to take a close look at programs which have attempted the inclass model. As might be expected some problems are alleviated and, in some cases, others surface.

Phase III of the District Practices Study (Advanced Technology, 1983) reported on seven alternatives to the pullout model. The seven programs were selected after extensive pre-site screening, document reviews, and assurances that the programs had been operational for at least twelve months, were supported by those affected, e.g. admnistrators, teachers, parents, and students and conformed with Chapter 1 legal requirements. This paper describes the seven

approaches used by the districts, some problems they faced; and, assesses the viability of implementing similar programs in other districts. The seven programs include two replacement models, two aide-based delivery service designs, an inclass reading program for the secondary level, an inclass elementary level program, an inclass lab model, and a traditional inclass program which evolved over time.

The dissemination of this information will hopefully assist other school districts interested in restructuring their Chapter 1 programs.

CHAPTER 1 INCLASS PROGRAMS

In Section 558(c) of ECIA (1982), Congress reemphasized that Chapter 1 services need not be provided outside the regular classroom. Although the pullout approach has continued to be the most frequently used, more districts are attempting to implement alternative approaches. Seven of these alternatives are described in the following pages.

Aide-based Delivery Service Designs

Design One: In this particular district there is a large pool of qualified people for aide positions from which to choose. Over one-third of the aides have college degrees. Inservice sessions are regularly scheduled and involve formal training in areas such as teaching metrics and reading instruction. Training for new aides includes opportunities to observe veteran aides in classroom situations.

All Chapter 1 schools have a Lead Aide to serve as a Chapter 1 contact person for the school and handle much of the Chapter 1 clerical work in the school. The Lead Aide also assists with needs assessments, testing, inventories, aide substitutes, and related duties. In addition to the Lead

Aide, the school district has a Chapter 1 Lead Teacher with an assistant, whose roles are primarily administrative. The Chapter 1 Lead Teacher visits each aide on a weekly basis and uses the classroom observations as a means of providing supervision and acquiring information for inservices.

In a sense the Chapter 1 program in this district is really a pullout within the classroom. The aides are not attached to one room, one teacher, or one school. They move from classroom to classroom and carry their materials in canvas bags. They usually work with one child at a time for 20 to 40 minutes per day in a specially prepared corner of the room. From time to time students may be pulled from the classroom to reduce noise or to improve the learning environment, e.g., a child with a speech impediment needs practice in reproducing letter sounds; older children in the fifth and sixth grades who sometimes feel self-conscious about receiving remedial help in the classroom setting.

Aides usually provide instruction following the regular lesson presented for all students by the teacher. The aide will take the Chapter 1 student aside while non-Chapter 1 students do seatwork. If there are several Chapter 1 students, several aides may be assigned in the room at the time. If there are very few Chapter 1 students, one student will follow another for supplementary instruction.

In order to coordinate instruction, aides will observe the teachers and meet regularly with them. The teachers' plans are written and available to the aides, and the aide's progress with each child is documented in individual folders. While the instruction is coordinated with regular classroom scope and sequence, the Chapter 1 materials differ from those used in the regular classroom.

There appear to be few problems with the inclass approach used in this district. The students receive assistance in a particular part of their room and the aide appears to be removed from other activities occurring within the classroom as a whole. If a non-Chapter 1 child requests help, the aides try to deal with the child quickly and usually refer him back to the teacher. Since Chapter 1 materials are carried from classroom to classroom they are not readily accessible to the non-Chapter 1 students or to the regular teachers. The extensive training of aides provides opportunity for experienced aides to help train new aides and the mobility of the aides weakens the tendency for principals or teachers to become possessive about particular aides. The physical arrangement of the classroom is important in that there must be a place within the classroom that is somewhat removed from the non-Chapter 1 students, even if distinguishable only by a bookcase barrier or similar device.

Design Two: This school district has a large number of students eligible for categorical program assistance. At one time resource teachers provided services, but they found they could not find time to help all of the students they identified as needy. Most of the schools turned to an approach that features aides in open classrooms with added reinforcement of skills provided by a master teacher in a laboratory setting. Base service is provided by the classroom teacher. The classroom teacher directs the activities of the aides, and consults with the resource teacher (lab) regarding the specific remediation to be provided in the pullout laboratory setting.

The delivery of aide-based services occurs in two ways. Some aides work with small groups during the period devoted to reading instruction and they reinforce the instruction given by the teacher. In the second situtation, aides work with small groups of one to four students pulled from several classes and

they reinforce basic skills while other activities are going on in the students' regular class. Logs and timesheets are used to record the time worked by each aide and the logs are used to keep track of the aide's hours by funding source.

In order to ensure effective working relationships, this district

- scheduled commitment meetings of the total staff in each school to agree upon rules for teacher/aide and pupil conduct that would be applied consistently
- involved the teachers and aides in "leadership circles"--open-classroom level planning groups and building level planning groups
- maintained detailed records on all students, usually in the form of folders showing where the student stands regarding the elements of the curriculum.

Chapter 1 Replacement Models

Replacement models are alternative approaches that eliminate the need for students to leave their regular classrooms. A pure replacement design involves a totally redesigned educational program for classrooms consisting entirely of Chapter 1 students.

School District A: Two types of replacement models are implemented in this school district. One of the models is a full-day replacement model. All students in the classroom are Chapter 1 program participants and the class size is approximately 20 students. A regular classroom teacher, a Chapter 1 teacher, and a Chapter 1 aide provide all instruction to the class. For reading, mathematics, and language arts instruction, the class is divided into two groups. The Chapter 1 teacher and the aide work with half the class while the regular teacher works with the other half. After 20 minutes the teacher and aide switch groups. In other subject areas the regular teacher generally leads the entire class while the Chapter 1 teacher and aide provide reinforcement at the desks of individual students. The teachers and aide meet regularly to plan

lessons and coordinate their instructional efforts. Grades for the students are jointly decided.

The school district pays the salary of one of the full-time teachers instructing the class. The services of the Chapter 1 teacher and the aide are supplemental.

The second type of replacement model used in this district involves team teaching for two-hour periods. As above, all students in the class are eligible Chapter 1 program participants. Each day during a two-hour period of language arts instruction, a Chapter 1 teacher and a Chapter 1 aide come into the regular classroom and work with the regular teacher. In this situation, the Chapter 1 teacher and the aide work in two regular classrooms per day, one in the morning for two hours and one in the afternoon for two hours.

This same concept has also been applied to provide Chapter 1 math instruction. A Chapter 1 teacher and a Chapter 1 aide enter the regular classroom during a designated two-hour period and work with the classroom teacher as a team in providing math instruction to all students, each of whom is a Chapter 1 program participant.

Unlike the first type of program described above the teachers and the aide do not switch groups in two-hour models. The Chapter 1 teacher is responsible for grading the students he or she teaches, while the regular teacher assigns grades to the other students. The teachers divide the class according to ability levels. Students may change groups as they demonstrate progress. Because Chapter 1 teachers and aides work in two classrooms per day for two-hour blocks in each, regular teachers must consistently provide reading and language arts instruction or mathematics instruction during the morning or afternoon time blocks.

In order for the replacement models to be successful, it is important that there be adequate time provided for joint planning sessions. In addition, the philosophy and teaching styles of the instructional team must be compatible. Working together for an entire day may be not palatable for some individuals, however they may find the two-hour blocks are more acceptable.

School District B: This district phased in their replacement program for Chapter 1 over time. Full-day models were attempted initially, but later abandoned in favor of the part-time model. In some schools, the replacement model is used for language arts and reading, but not for mathematics. In some schools the model is used only for reading. The grade levels served by the project also vary by school.

As implemented by this district, the replacement model means that the Chapter 1 child receives instruction in a classroom made up entirely of Chapter 1 students; the pupil-to-instructor ratio in the Chapter 1 classroom is significantly lower than the ratio in the non-Chapter 1 classroom; and the services provided in the Chapter 1 classroom replace the instruction that would have been provided in that subject area in the regular classroom. The Chapter 1 students return to their regular classroom for all other subjects.

In order to comply with federal guidelines this district met the following condition:

> The agency allocates to the Chapter 1 project the full-time equivalent number of non-Chapter 1 staff that, in the absence of the Chapter 1 service, would have been used to provide the non-Chapter 1 funded instruction service that is replaced with the Chapter 1 service.

In effect, the district contributes teaching time rather than money to the project. Some of the Chapter 1 classrooms are taught not by a teacher paid out of Chapter 1 funds but by a district teacher who functions as a Chapter 1 teacher.

Among the problems encountered by this district were finding enough space for the smaller classes, finding adequate planning time, and ensuring that everyone understands the replacement model.

Inclass Reading Program for the Secondary Level

This particular district has a large secondary Chapter 1 program. Two of the schools place students in divisions at each grade level. Students in the lowest division qualify for Chapter 1 services. Although there are slight variations at each grade level, essentially the Chapter 1 teacher spends approximately one period per week in each of the content areas designated to receive services. Depending on the number of content areas, more or less time will be spent in the classrooms for each specific subject.

The Chapter 1 teacher may work with a small group of students or with individual students. On occasion the Chapter 1 teacher may present a lesson for the entire class. In some instances the Chapter 1 teacher functions as more of a resource person, reviewing textbooks for readability, selecting instructional materials, pre-teaching vocabulary, and developing study guides.

Finding time to coordinate services and getting regular teachers to accept a second teacher in the classroom were among the problems which had to be overcome by this district.

Inclass Elementary Level Program and Inclass Laboratory Program

Both of the above approaches evolved in the same school district. Chapter 1 teachers and/or paraprofessionals are assigned to the regular classroom, working in cooperation with the base teacher to provide intensive training to the Chapter 1 students at their desks, in small groups, or in a combination of the two. The direct instruction received from the classroom teacher is reinforced by the Chapter 1 teacher during times when these students are not receiving direct instruction.

Classroom management strategies for the inclass model vary from school to school. The Chapter 1 staff work in the classroom under the guidance of the regular classroom teacher who is responsible for instructional planning and who grades the students. A clear understanding of respective roles is critical to the success of this program. Cooperative efforts to keep the noise level down must be maintained. The necessity for regular meetings between the Chapter 1 teacher/aide and the regular teacher are stressed, as is recognition of the need for Chapter 1 staff to work only with Chapter 1 participants.

The inclass laboratory model requires movement of both the regular teacher and the entire class (both Chapter 1 and non-Chapter 1 participants) to a laboratory facility with a variety of equipment and materials. The Chapter 1 teacher and one or more aides are present in the laboratory along with the regular classroom teacher. Students in the typical elementary school go to the reading laboratory for one period a day, five days a week, in addition to reading instruction in the regular classroom. Students are assigned to small groups in the laboratory and the Chapter 1 teacher and aides work exclusively with the Chapter 1 students in each group. A diagnostic-prescriptive approach and learning contracts are used. Folders are maintained for each student.

A part of the laboratory plan is the expectation that the classroom teacher will receive training in the use of the equipment, the diagnostic approach, and learning contracts. Scheduling time for the use of the laboratory as well as planning time is a problem here as in the other programs described.

Traditional Inclass Program

Reorganization within administrative divisions in this school district precipitated the interest in alternatives to the pullout programs in existence.

Ultimately an internal study of multiple eligibility for categorical programs provided additional support for increased use of the inclass model.

Although there are variations from school to school, the dominant design uses instructional aides to reinforce basic skills instruction in the elementary schools. The goal for the Chapter 1 program is the same throughout the district, i.e. to complete 16 new objectives as defined in the instructional management system. Chapter 1 students use the same textbooks as the regular students, along with some additional materials.

The methods and approaches used by the aides are diverse. One-on-one tutoring and working with small groups is common. Aides have a table or desk in each classroom for a work area and they maintain individual work folders for each student receiving services. Most of the aides have been with the district for several years and are familiar with the classroom teachers, their responsibilities, and the materials used.

Four items contribute to the management of the inclass model: inservice training that emphasizes compensatory education policies, a handbook for aides outlining roles and responsibilities, an internal district monitoring system, and a requirement that aides use an activities log to document their activities. Principals develop a school level plan and budget and feel a sense of ownership in the inclass model.

In order to deal with problems as the inclass model evolved in the district, the district relied on state guidelines in outlining policy for the aides in the district handbook. For example, the use of aides for noninstructional duties is outlined. Monitoring in advance of state monitoring visits is done by district staff.

Among the critical elements, as identified by district Chapter 1 staff, for successful implementation of the inclass strategy is retention by the classroom

teacher of responsibility for instructional planning, diagnosis, prescription, introduction of new material, and student evaluation.

CLOSING COMMENTS

Several alternatives to pullout programs have been presented. That some are not dramatically different from others is evident. All have required forethought and planning and continued dedication on the part of the individuals involved in order to survive. For some school districts, the benefits may not be worth the effort. Others may believe the pullout program is still the most workable for them. As one teacher put it, "I like having students pulled out; those remaining in my classroom benefit for a period of time too."

Districts contemplating an alternative approach are advised to consider a number of factors including numbers of students requiring services, costs of additional teachers and/or aides, space and materials. Each alternative model calls for inservicing for Chapter 1 personnel as well as school district personnel. Ensuring compliance with federal guidelines can be more difficult if there are not clear policies on roles and responsibilities. Monitoring and evaluation procedures may also require revisions in current practices.

As more and more states develop state remediation programs and also attempt to implement the characteristics of effective schools as defined by research, a Chapter 1 approach which rejects fragmentation becomes increasingly attractive.

References:

Advanced Technology, Inc. (1983). Local operation of Title I, ESEA 1976-1982: A resource book. McLean VA: Author.

Advanced Technology, Inc. (1983). Locally developed administrative approaches for designing and implementing inclass Chapter 1 programs. Reston, VA: Author.

Note: This paper draws information from a report from Phase III of the District Practices Study, written pursuant to Contract Number 300-80-0933 with the U.S. Department of Education. Any opinions expressed do not necessarily represent those of the U.S. Department of Education.